

The ATA Magazine

DECEMBER
1952

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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and a Happy New Year*
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D. G. Sandilands

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THIS MONTH'S COVER

This second in a series of pictures by Murray MacDonald gives us a glimpse of our Saskatchewan River in Winter time. The view here, with birches in the foreground, is west of Edmonton.

This river winds its way across our prairies for a total distance of over 1200 miles, emptying finally into the Hudson's Bay.

ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 St., Edmonton, Alberta

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Editorial

**Excerpts from report of the President of the University,
Dr. Andrew Stewart, at Convocation, November 1, 1952.**

Education is the only faculty in which the number entering this year is less than the number in 1951-52. The decline in Education is entirely in the Temporary Licence Program, i.e., the program in which the most generous financial assistance is offered to prospective students and into which the conditions of admission are easier than they are in any other faculty. It is difficult to explain the increase in first year registrations. It would be equally difficult to determine objectively the reasons for the continued decrease in the number of students attracted to the Temporary Licence Program. . . .

The supply of personnel for particular occupations depends on the relative attractiveness of alternative employments. Many factors enter into the comparison. Financial return is only one. Others include (a) a sense of importance and prestige, (b) consciousness of the opportunity to perform a useful service, and (c) the prospect of practising developed skills. It is possible to destroy these characteristics of an occupation to the point where it becomes relatively unattractive to those who have the chance to choose. Is not this very thing happening to the teaching profession? Members of the teaching profession have over the last several years pursued a policy of belittling their own status in society. There has been a general loss of confidence in the usefulness of the service performed. Those who claim that teaching requires great competence and skill are on the defensive, if they are not already routed. Combine these conditions with the problem of discipline in the schools, and there can be small wonder that young people prefer other occupations.

**Excerpts from report in The Edmonton Journal, November 3, 1952,
under head of "U. of A. President Blames Teachers."**

Dr. Andrew Stewart, president of the University of Alberta, said Saturday teachers have only themselves to blame for the growing lack of interest in their profession. He said they are belittling the teaching profession and discouraging others from entering it.

Dr. Stewart made these remarks in his president's report to fall convocation.

He said the faculty of education is the only section of the university with a decrease in registrations this year. The decrease, he said, is all in the Temporary Licence Program, for which conditions

of entry are relatively easy and applications may receive considerable government aid.

A Teacher Replies

Dr. Andrew Stewart, president of the University of Alberta, in his Report to Convocation November 1, did a great disservice to the teaching profession and to the cause of elementary and secondary education in this province. "Members of the teaching profession," said President Stewart, "have, over the last several years pursued a policy of belittling their own status in society." What is his authority for that statement? The ATA has been the official spokesman for the teachers of Alberta for the past thirty years. I challenge anyone to discover a single instance in which *The ATA Magazine*, or any officer of the ATA, has made public statements other than to the effect that teaching is a profession of first importance in a democratic society; that it requires high intelligence, academic learning and professional training, character, and devotion to duty. I call to witness the pronouncements over the years of men like Dr. H. C. Newland, Lionel Gibbs, T. E. A. Stanley, Dr. J. W. Barnett, D. L. Shortliffe, all of whom are gone, and of many others who are still among us.

The ATA membership is regulated by a rigid code of ethics prescribed by themselves and designed to uphold the high ideals of the profession. Teachers have reported on their conditions of work: large classes, lack of facilities, low requirements for entrance to the Faculty of Education, low standard of living—and they will continue to do so, not to belittle the profession but to improve it. When the medical profession or the registered nurses urge the need for more hospitals, better equipment, high standards of entrance to the professions of medicine and nursing, are they charged with "belittling their own status in society" and "destroying these characteristics of an occupation to a point where it becomes relatively unattractive to those who have a chance to choose"? On the contrary, the public acclaims them. There is a serious shortage of engineers today. Imagine a move to lower the standard of entrance to the Faculty of Engineering to that required for the Temporary Licence Program in Education. Would the Association of Professional Engineers protest? And would they be accused of belittling their own status in society by so doing? You know the answer.

On the President's own evidence the decline this year in registration in the Faculty of Education is entirely in the Temporary Licence Program. Surely it is not difficult to determine why that is so. There are many more and varied opportunities today for students who have earned Grade XII diplomas, than there were a decade ago, opportunities which provide specific training on the

job. Modern industry and business also require many more office personnel. This is true of the smaller cities and towns as well as of the large urban centres. Young people are no longer choosing teaching as a stepping-stone occupation. They do not need to. A few are taking the one-year course of training with the intention of teaching for a year or so, to discover if they wish to make a career of it. Those who have made up their minds to be teachers know they should have full training in the Faculty of Education as soon as possible.

The senior high school student is seriously concerned about the choice of his lifework. If it is his good fortune to be in one of the modern schools provided in recent years, he may think that he would enjoy working in such a plant. He inquires about the years of education his teachers have had and about salaries and opportunity for promotion. He knows what goes on in schools; he has spent more than ten years of his life in them. He imagines himself the teacher. Then he decides. For those who do not like to study, those who do not know the thrill of solving a problem in mathematics or turning a neat phrase in English, the choice is easy. For those of scholarly bent it is quite otherwise. It is in these cases that a different attitude on the part of the public might bear fruit.

President Stewart missed a great opportunity at the Convocation of November 1. An honorary degree was conferred on a citizen of this community who has been identified with the development of Alberta in the economic field. An appeal to the audience in Convocation Hall on that occasion to help create a public demand that education in this province should expand and grow *pari passu* with the development along material and technological lines, might have received a warm response. Had he put less petulance and more sober thought into the framing of his report, President Stewart might have done a great service to the profession to which he himself belongs, in the upper echelon.

M.R.C.

NOTICE

A teacher, who at retirement makes application for a pension under a Joint Life and Last Survivor plan, must submit to the Board his wife's birth certificate, or other acceptable proof of her age, and his marriage certificate. Teachers, who intend to retire this year, are requested to attend to these matters now.

BOARD OF ADMINISTRATORS,
TEACHERS' RETIREMENT FUND.



CHARLES E. PHILLIPS

Canadian Teachers Are Educating for Life, claims Dr. Charles E. Phillips, Professor of Education, University of Toronto.

We Are Educating For Life

CHARLES E. PHILLIPS

Reprinted from *Chatelaine*

THIS year 1952 has looked like the big open season for taking potshots at the schools. University professors, after-dinner speakers, editorial writers, businessmen, and retired school inspectors have all been banging away at modern education.

They tell us that pupils leaving school can't spell, can't write a good sentence, can't add, subtract, multiply, or divide. They say that the manners and conduct of children are atrocious and that ignorance of high-school graduates is appalling. They blame most of this on a nightmare of their own concoction called "progressive education," thanks to which, they imply, our schools are going to the dogs and the younger generation with them.

Here is a clipping of an editorial deploring "the slipshod composition of the majority of letters." Here is an admission by a high-school teacher that not a student in his class can use English well enough for "the regular duties of life." As a modern

educator I began to lower my head in shame, until I discovered the date on these items—1885. Can something be wrong!

Under that same date in another yellow clipping I read a complaint about "an almost total lack of training in the elementary and practical branches and an elaborate expansion of the aesthetic and impractical." This critic's language is dated, but he means the same thing as those who accuse us of neglecting the three R's for music appreciation in 1952.

As for student manners—look at this searing blast which says that girls who attend public schools "learn to be boisterous, immodest, screaming, kicking creatures, such as was never seen even among pagans." Those gentle words were attributed

Dr. Charles E. Phillips is well known to Alberta teachers as secretary of the Canadian Education Association and as guest speaker at several fall conventions.

by the *Kingston Daily News* to a prominent clergyman. The date was 1887—and fifteen years later the “no manners or morals” scarecry was raised all over again. A letter to the editor protested the “riotous conduct” of school children on a street-car, and a Salvation Army report deplored the “obscene and vulgar language” of boys in a schoolyard.

Do We Want Students to Think?

Another twenty-five-year jump and we find B. K. Sandwell raising the same familiar wail in *The Canadian Forum* for March, 1927: “There has never been a time when students have come from the schools to the universities with their characters so little developed as today.”

Oh, no?

When you know that people have always been making these charges against our youth and our schools, you can’t take the present hubbub too seriously.

Last year President Sidney Smith of the University of Toronto pointed out that the percentage of first-year failures was not a “matter for self-congratulation.” He was quite right—but in the burst of headlines, editorials, and letters to the editor which followed, everybody leaped to the conclusion that the distressing percentage of failures was worse than ever before. Actually, over sixty percent of Toronto first year students passed in 1951 whereas thirty years before only fifty percent passed. In years between the percentage rose and fell, but the trend has been persistently upward.

Why don’t the critics of the schools tell you these things? They are strong for teaching “the solid facts” of history, but they prefer to rely on their imaginations as a basis for attacks on modern education.

They are against such “nonsense” as social studies, under which heading modern schools teach students to use history to reveal the truth about

the present. If the critics would apply this method to their favorite target they would discover two important truths:

Modern education does just as good a job as education ever did in teaching the essentials needed in the workaday world. Modern education does incomparably more than was ever done to give all a share in the fullness of life and to enable them to think for themselves as citizens of a democracy.

Our Young Are Superior to Us

There you have the real reason for much of the criticism of the schools today. Many people do not want the young to learn to think for themselves. They want them to think as *they* do. They want a chosen few to acquire the knowledge—yes, and the attitudes—which distinguish “better” people. The rest can concentrate on the three R’s.

No man’s opinion in a controversy is worth much. But mine is at least based on a fairly wide experience over the past thirty years as a teacher of classics and other subjects. As an editor of an education journal for five of those years I was forced to acquire some unbiased understanding of what was going on in every grade from kindergarten to university. As executive secretary of the Canadian Education Association for four recent years I had to know the school systems of every province. As a professor of history of education I have compared both past and present.

My firmly rooted belief is that young people today are superior in nearly every respect to those of my generation and yours, if you are an adult. They know more. They have a keener appreciation of true values in life. They think and act more honestly. They are healthier in body and mind. They are more resourceful. It is taking them longer than it took us to become hypocrites.

My judgment on the schools today

is that they are very much better than any schools in the past—and one striking bit of evidence is that they have more and better-satisfied customers.

Schools Are Better

More pupils now attend Canadian schools for longer periods—an average of ten years per student in 1941 as compared to eight in 1911. And they go farther. More than eight percent of all New Brunswick students were in secondary schools in 1948, less than one percent in 1895. In fifty years in Ontario the proportion of the population enrolled in secondary schools has multiplied by three. What's more, children attend school more regularly; eighty-eight percent of today's pupils answer "present" on an average day as compared to sixty-two percent at the turn of the century.

Compulsory education and better truant officers can't take all the credit for these figures—our schools today have something more to offer. Barnum himself could not have sold more and more people—youngsters and parents—on more and more of something worth less and less over a period of fifty years.

Our schooling is worth more and more because we are spending more on it, and demanding that our teachers be better and better trained.

British Columbia, for example, spends over \$55 per pupil a year, based on average daily attendance figures, instead of \$35 as she did in 1901. Greatly increased provincial grants in all provinces have helped equalize educational facilities between poorer and wealthier communities. Early this century the average Canadian teacher was a girl with two year's high-school education and a hope that matrimony would save her from the necessity of improving her qualifications. Today the majority of elementary school teachers are high-

school graduates with at least a year of professional training—and the percentage of such teachers holding "first-class certificates" jumped from seventeen to almost sixty-eight percent in Manitoba, to mention just one province, between 1900 and 1948.

And beyond such mere facts and figures, I know from personal experience that more thought goes into the constant improvement of our school systems today than ever before. I know the men and women who hold responsible positions in public education across Canada. They are conscientious, informed, and cautious. No wild-eyed fanatics have introduced revolutionary changes in *their* schools. They employ teachers with initiative and imagination, and for that you should be thankful. But the schools are not less solid because they are bright and cheerful. All talk about rash innovations in education is preposterous twaddle.

Take those flying saucers of Canadian education — "progressive schools." How the critics love to raise a scare about them! In my thirty years of professional experience, including visits to classrooms in nine provinces, I have never seen a "progressive school"—nothing, at least, that resembled the apparitions described by those whose minds are upset by progressive ideas.

What is "progressive" or modern education? What is it trying to do for your child? How? And why?

Modern education tries to give all the children of all the people a chance to get something out of life. We no longer think it good enough for the great majority to be taught the three R's in preparation for working a twelve-hour day. Ordinary people have leisure now as well as work. That is why modern elementary schools teach subjects like music and art.

Modern education recognizes that all children have a right to more than

an elementary schooling. It does not keep pupils out of high school by setting up examination barriers which only the academically minded can jump. In high school it provides courses and subjects for the many as well as the few—vocational courses to prepare for work; dramatics, handicrafts, and similar activities for leisure. It does not neglect academic courses. But it does not require everyone to study French and algebra just because those subjects are needed by the one student in ten who will go to university.

Modern education tries to keep up with changing conditions. Household science and manual training were introduced after 1900 partly because many girls and boys no longer had chores to do at home. Later, home economics and general shop were designed to add a touch of "grace" to family living on both sides of the tracks and to encourage desirable hobby interests. Nature study was added to the curriculum as more people came to live in cities and towns.

Modern education does not waste time teaching useless facts. If you were born in Ontario forty years ago you learned to recite the counties and county towns. Now your youngsters learn to use maps and books of reference to look up such facts when they need them.

Modern education is less interested in subjects than in what it can do for the child. Health teaching does not aim at memorization of such facts as the names of bones like *femur* and *tibia*. (Tell me now which bones they are, and what use it is to know them?) In dozens of ways the teacher gives incidental attention to health during classroom work and other activities. The youngster acquires attitudes and habits which make him a healthier person. Admittedly this is subtle, and those who scoff at our concern about attitudes may have

their laugh. But look at the kids. Of course, the medical profession gets most of the credit for the marked improvement in health, but not all.

If you like technical words, the last paragraph illustrates "integration" and "functional learning." But don't be frightened by such terms. The critics of modern education make them sound like the subversive lingo of revolution. To us who work in the classroom they are only a form of shorthand for techniques that have been undergoing improvement for decades.

Take "social studies." Modern education introduced social studies when it became obvious that schools must do more to help young people understand the world. War and depression had raised critical issues for citizens and voters. The old courses in history and geography threw no immediate light on these issues because they were designed to make historians and geographers of the few who continued such studies at a higher level. Social studies were designed to help all citizens.

In social studies we use information which historians, geographers, anthropologists, sociologists, economists, and political scientists provide. But we use it in such a way that the mind of the student takes hold of the information and applies it for a purpose. The student is given practice in thinking as a citizen. The outbreak of a strike in local industry may be used by a good high school teacher to focus interest on the history of organized labor. A newspaper controversy over a new sewage disposal plant becomes the starting point for a study of the importance of public services of all kinds.

Take one other term—"motivation." Some adults are sure this means sugar-coating what is difficult or using trick methods to secure pupils' attention. But motivation is

the driving power of a learner who realizes the value of what he is doing. Experience and experiment have proved that motivation is the key to successful teaching and effective learning. Modern methods of education are designed primarily to make use of this inner drive to learn.

Do these methods work? Take the process of learning to read. A good teacher now can have a child reading with much greater facility in much less time than good teachers of thirty or more years ago.

What's the secret? Motivation.

In the first place the teacher does not force the youngster to begin until he is ready to read. Second, she begins with something that has meaning for the child—not with the alphabet and its sounds, followed by syllables and short words in an order that seems logical to the fossilized brain of an adult. Maybe she begins with the child's name, or with a sentence. Maybe she has him recognize big words like "umbrella" right away. Third, she has the pupil read stories which have intrinsic appeal and value to him as a child—not to her as a teacher.

That gives you the barest suggestion of what is involved in one modern technique. On improvement of this technique thousands of trained workers have sweated out millions of hours in the last thirty years. Every advance in modern education is made in this way by long hard work of experiment, testing, analysis, and thinking—the same way a better motor car or anything else is produced. Do you wonder that professional educators become slightly annoyed when armchair critics toss out disparaging remarks without taking trouble even to investigate the practices they condemn?

What annoys me even more is to hear people who should know better come out solemnly with some rabbit's

foot proposal for improving our teaching. Every once in a while someone comes up with the suggestion that pupils can be taught to use good English by formal instruction in grammar. In professional circles this idea was exploded about the time molasses and sulphur was debunked as a spring tonic. As early as the 1880's, after formal grammar had been taught in virtually all schools for more than a generation, there were stern comments like this in leading educational journals:

"Common experience tells us that children study grammar for years and speak as incorrectly at the end of their study as at the beginning of it, and write with nothing like correctness."

Formal grammar was dropped from the curriculum precisely because it did not do what is claimed for it by those who would now restore it. It is impossible to "teach" English by teaching grammar, because we acquire our English usage by practice and by imitating the language written and spoken around us—in school, at home, in magazines, the radio, etc. The school's job is to encourage such practice under the critical supervision and guidance of well-educated teachers.

Thanks to the fact that so-called "modern" educational methods are by now at least twenty-five years old, there has been plenty of opportunity to test them—broad and conclusive tests which the critics seldom talk about.

Let's take the "activity program" as an all-out example of the modern trend. The introduction of an activity program in an elementary school means that relatively little time is given to the formal teaching of subjects and a considerable proportion of the time to "integrated activity." Integrated activity means that students learn by experience as

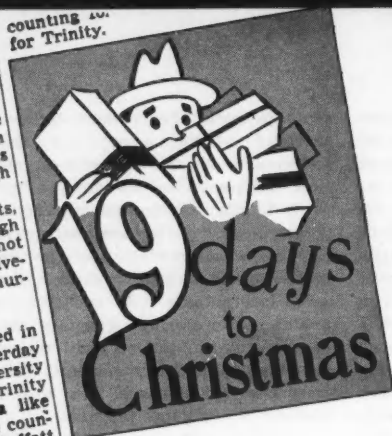
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Stephen Leacock

LET me say right at the start that I am just devoted to Christmas—Merry Christmas—no time of the year like it! It's all brightness and light and Christmas trees with candles and holly berries—with the little children dancing in a ring and everyone pretending to be a first class real fellow, and pretty nearly succeeding in it.

I was brought up on it, weren't you? It was a sort of family tradition—house all hung with mottoes of MERRY XMAS, and cotton wool and red flannel . . . You had all that in your family, too, didn't you. And your brother Jim always gave your brother Dick a necktie every Christmas, just the same as the one Dick gave Jim, and your mother paid for both of them, didn't she?—so as to teach the children to be generous.

Quite so; and in that case you'll agree with me that of all the side issues and extras that go with Christmas and make it what it is, there isn't one that for warmth and character is in it with Christmas shopping! The spaces where you put in food and

pleasure of anticipation, that warm glow about the heart, eh! That joy in generous giving far ahead of getting anything for yourself. That's you, isn't it? Yes, I'm sure it is . . .

Doesn't it get you? Anyway I want to have my say and give my advice about it, even if it is largely made up of "don'ts" and of warning you what not to do.

First—Be very careful about that idea of starting Christmas shopping early in the year, right back in January or February when things are being sold off. I tried that out a year or so ago. There's nothing in it.

I went downtown in January and picked up a bird cage . . . and a pair of braces (boy's size). I admit the things were cheap. The bird cage was only 80 cents and it was worth eight dollars. The man in the shop admitted this himself. But it's been no good to me. I know no one with a bird. People don't seem to keep birds now. Yet this is a fine cage, big enough for a penguin, with a bar for it to swing on and little water, and other little spaces where

Canada's noted humorist had his own comments on
Christmas shopping — reprinted from C-I-L OVAL.

you take out whatever you take out. Too bad. I can't use it. I may offer it in a raffle for a charity . . . However, let it go . . .

The other item was the braces—60 cents and worth two dollars—suitable for a boy of fourteen, but with a little wheel to jack them up to a boy of sixteen. Boys grow so fast—all mothers and fathers will get the idea of that little wheel. But I want to speak about these 60 cent braces, and I want to speak seriously and especially to mothers and fathers. That's no present to give to a boy, and you know it! You don't understand me? Oh, yes, you do. You've no right to give a boy something useful—something he's got to have. To give a boy for Christmas a pair of braces, or six collars, or an overcoat, or a pair of winter mitts, or anything that's useful and that he has to have and that you've got to buy for him sooner or later, is just a lowdown trick unworthy of the spirit of Christmas.

When a boy thinks of Christmas he knows just what he wants. I mean not the particular things, but the kind of properties and qualities that it's got to have. It has to be something more or less mechanical, more or less mysterious, with either wheels in it or electricity, a something that "goes"—you know what I mean.

Those braces—I never gave them away. I have them still. As I stood with them in my hand thinking where to send them, my mind conjured up a picture of how I felt, long ago, over sixty years ago, when I opened my stocking one Christmas and found, all wrapped up in boxes and parcels that might have been filled with magic, just such junk as

that. There was a little round hard box with a tight lid that might have turned out to be magic music, or God knows what—for a child's imagination outstrips reality—but it was only collars. I had hard work to choke back tears. And after that—flat and long and mysterious—was a box that might have held—why, anything! Derringer pistols, Cherokee daggers, anything—but did it? No. It had in it a pair of braces just like these, wheel and all. That broke me down . . .

There is no blame; all parents do it, must do it, in such a crowded family as ours was, with a census that went up each year . . .

Give those braces away? No, sir. Give them to some poor child? No, sir. There is no child so poor that I should wish that evil gift upon him. I wear those braces myself, wheel and all, between the shoulder blades, as a monk wears a hair shirt, to remind me of the true spirit of Christmas.

But it is getting late—way after nine o'clock. I must start at once; the shops close at midnight.



Recruitment and Selection of Teachers

Address by DR. M. E. LaZERTE to the Thirty-first Conference of CTF

THE recruitment and selection of an adequate number of teachers to staff the public schools is today a major problem throughout Canada, the United States, and many other countries. The schools are unsuccessful in their competition with business and industry for personnel. Fluctuating birth rates, changing immigration policies, variations in age-group populations, and other factors affect at all times the man power available for the country's work. At any given time there is competition among all employing bodies for available man power. The higher the wages or salaries offered and the better the living and working conditions provided for the employed, the greater the success in attracting workers to any given vocation. In today's crisis in education with its large teacher shortage, which is becoming ever more serious, all the factors mentioned have their effect in keeping teaching ranks depleted. There is a shortage of man power; business, industry, and the armed forces are attracting both men and women into employment; immigration is on the upswing; school populations are increasing; salaries of teachers continue to be relatively low and living and working conditions are less attractive than those provided by business and industry for persons of the socio-economic group from which teachers ordinarily come.

In spite of the facts mentioned, what is being done and what can be

done in the recruitment and selection of teachers depend upon the kind and amount of schooling the State wishes to provide for its children, upon the definitions the public unconsciously accepts for the terms "teacher" and "teaching," and upon the resulting prestige of the teaching profession—not the prestige earned by individual teachers but the prestige which, as the result of the work of past years, comes today to teaching as one of the established professions.

Current Practice

We shall take a brief look at current practice, list a few assumptions in which this practice appears to be rooted and suggest solutions for the problems of recruitment and selection in harmony with the goals which at present satisfy governments and the public. Here are a few of the facts: There are in Canada about 90,000 classrooms. There is a present and growing teacher shortage of about 10,000, while nearly 10,000 certificated teachers have no more than a Grade X education and several thousand classes are being taught by elderly housewives who, along with others equally unfamiliar with modern classroom practice, are merely "helping out" in an emergency.

The situation is so uncritically accepted that the Canadian public has come to believe that almost anyone can teach school and that when the school door is open business is going on as usual. Unfortunately, these

assumptions are far from true. Although no teacher can teach effectively more than 30 pupils, class enrollment in thousands of instances range from 35 to 45. Fifty-five percent of the pupils who reach Grade VII leave school before completing Grade XI. In spite of our modern, lenient promotion policies that tend to advance children from grade to grade on the basis of age and social and personality status rather than educational attainment, a large percentage of Canadian children is retarded on an age-grade basis. Of each 100 teachers trained and certificated during any 10-year period, approximately 40 percent only are in the profession at the end of the decade. During the current year, the number of teacher trainees is wholly inadequate to meet the needs of the schools.

How are these facts to be explained? Must we not assume, *first*, that many parents and ratepayers are not aware of existing conditions; *second*, that the provincial governments responsible for providing schools and teachers are either satisfied with low standards all along the line or have developed an attitude of defeatism, believing the problem of public education to be one they cannot solve satisfactorily; *third*, that present methods of financing education are failing to provide the monies required to maintain a respectable minimum standard of education across Canada and that taxation systems must be revised; and *fourth*, that

our governments have a continuing faith in short term measures for selecting, training, and certificating teachers, short term measures that have been used continuously and unsuccessfully ever since our provincial systems of education were organized. If we continue to believe that sometime, in some unforeseen manner, the crisis in education will pass, that Canadian standards are satisfactory and that no new positive, forward-looking policy of teacher recruitment, selection, and training is necessary and overdue, we can probably keep all classroom doors open and carry on as at present, by relying upon short term measures such as those now to be enumerated.

Measures Used to Aid Recruitment

Today, the problem is not one of recruiting for the profession the best young people available, it is merely that of persuading more boys and girls to "help out" with teaching regardless of their aptitudes and potentialities for the work into which they are being invited. To this end, all of the following methods are being used: Pamphlets are distributed to high school students giving information regarding teaching as a career. (California distributed 40,000 such booklets in one year; Canadian provinces have used similar materials). The information given in these booklets is all correct, though screened a bit so that the truth but not quite the whole truth is told. Fees in teacher training school are

This article is of special interest to Alberta teachers because of the recent proposal that entrance requirements to the Faculty of Education be lowered and that the one-year course in teacher training leading to a permanent certificate be reinstated. At present, the entrance requirements for the Temporary Licence Program (one year) are lower than for entrance into any other faculty or school of the University. Permanent certification is granted only after two years of teacher training.

frequently reduced or eliminated. Bursaries are given to attract as many as possible of the high school graduates who can meet minimum entrance requirements. Radio programs, personal letters to high school graduates and addresses before parent-teacher groups are used to influence students. Many of the influential persons doing the recruiting are appealing to other people's children rather than to their own sons and daughters who have, in most instances, chosen as their life work vocations with more social prestige, more remuneration and greater opportunities for worldly success than would come to them in the teaching profession. Additional examples of these recruiting measures need not be given. They all use the wrong type of motivation. They are evangelistic pleas that attract too few of the right type of recruits to the profession. Such being our recruiting practices, can we afford to be selective?

Selection

If we assume that there is no crisis in education that should be corrected by statesmanlike planning, there is no need to do much about selection because selection will counteract the effect of recruitment upon which so much money is being spent. There are too few teachers; more are needed, of course. If matters may be corrected only by inducing all and sundry to take up the work of teaching, why decrease the number of candidates for the profession by applying selection procedures? If we were to select from today's applicants only those with adequate qualifications, the present teacher shortage would be greatly aggravated. Do we need proof of this statement? One bit of evidence may suffice. The Province of Alberta for several years around about 1940 required all candidates for teacher

training to write extra Grade XII examinations, one psychological, testing intellectual capacity, the other testing proficiency in mathematics and science. The Department of Education intended to use these tests to select able candidates for teacher certification. Because hundreds of schools were without teachers, the Department of Education was never able to make use of the test results. The seriousness of the situation was revealed when an analysis of both tests and answer papers showed that in both mathematics and science, the scores of these future teachers, who later directed the learning of nearly one-half of the Province's elementary school pupils, were as follows: on factual items dependent upon memory of text material, whether understood or not, 79 percent; on language items in mathematics and science, 48 percent; on understanding of general principles and interpretation of relationships, 17 percent.

Damaging Practices

Surely, some selection of teaching personnel is justified and essential when those who are to instruct our boys and girls show so little understanding of the great truths that pupils should master, but because effective selection is impossible in Canada at the present time under present practices, little, if any selection is attempted. Therefore, until administrative policies are changed, the following practices will continue: (1) All those who meet lowered minimum entrance requirements will be admitted to teacher training classes, (2) All those who complete short periods of training will be graduated and certificated. (The writer knows that at the end of one year in one training institution only one candidate in a class of over 300 students was denied certification. This student was little more than literate,

being unable to read, compute, or spell with more than Grade VI or Grade VII ability), and (3) All those who graduate will be granted interim certificates and permitted to continue in service indefinitely without obtaining the equivalent of matriculation standing as a prerequisite to membership in the profession.

This account of recruitment and selection of candidates for the teaching profession is very disconcerting. The provinces have drifted into their present dilemma, not by design, but as the result of short term measures that have wholly failed to solve the real educational problem. The system we follow is one to which the public has become too accustomed, one in which they now place their faith. It would appear that unless positive action is taken, we shall continue our present policies until changed economic conditions flood the labour market with thousands of unemployed who will again, as in the past, ask for teachers' certificates.

New Goals

Present practice stresses methods of recruitment that make selection impossible. If selection were used by some province to raise standards and improve education by denying certification to all but top-ranking students, recruitment would not be necessary. Respect for the profession would draw students to teaching as they are now drawn to medicine, law, and engineering. Let us assume that the new goals set by the province were these:

That there should be available to all children at elementary and secondary school levels an education that will ensure to Canada and Canadians a dignified and undisputed place among world nations in the Arts and Sciences, commerce, industry, and international affairs;

That diversified school programs should be provided to meet the needs

of pupils with varied aptitudes, interests, and needs;

That the school's efficiency should be such that progress through the grades is unretarded for any child of normal intelligence who attends school regularly; and

That public schools should be so administered and financed that it is possible for teachers to have a cultural and economic status and a social prestige and community standing equivalent to that given without question to members of other professions.

If we accept these goals, what measures of recruitment and selection must be applied? Is it not evident that the emphasis will be upon selection rather than recruitment? The goals we have in mind will be unattainable if by pressure and propaganda teaching ranks are filled with misfits. Those who are accepted for training must be interested in teaching as a life work and begin that training with the expectation of qualifying for a life of service in the classroom. We may assume, therefore, that recruitment and selection would work somewhat as follows:

(1) No candidate for teacher training should be accepted unless he is a high school graduate with matriculation standing equivalent to that prescribed for entrance to law, engineering, medicine, or theology;

(2) The basis of selection and screening on social interests, cultural attainments, emotional stability, vocational interests, health, personality, and character should be the reports of high school principals;

(3) The training college should conduct entrance examinations to test proficiency in oral and written English (or French) and demand a high standard of attainment;

(4) The work of selection should be continued throughout the period of training and candidates who fail to meet prescribed standards should

be required to withdraw or attend an extra session to remove deficiencies;

(5) Teachers should be trained in a university where they would associate with other "professional folk in the making";

(6) All teachers, elementary as well as secondary, should be required to integrate at least one full year of Arts and Science subject-matter courses, one of which should be English (or French), with those in the professional field;

(7) Elementary and secondary training programs should be unified much more than at present to the end that elementary teachers be as well educated as their colleagues in the secondary school so that there would be more community of thought in the profession and the present difference in prestige between elementary and secondary school teaching would disappear—this in spite of the fact that many of Canada's first class teachers have only second class certificates.

(8) All training programs should be reviewed and revised. All non-challenging, watered-down methodology courses should be deleted and replaced by general cultural content that includes basic courses in psychology, philosophy, and sociology that might provide a background for meaningful experience, and

(9) Only those persons who complete without failure all parts of the training program should be given certification of any sort.

Do these standards appear high? Compare them with entrance requirements to other professions. The six professions of law, medicine, dentistry, pharmacy, engineering, and accounting require on the average 4½ years of university education following senior matriculation. Surely, all teachers should have a university degree. Although it will be a long time before this educational status

is mandatory, one cannot defend the thesis that teachers need less general education than do pharmacists, accountants, and medical practitioners.

Low Standards Contribute To Teacher Shortage

But, you ask, how can you raise standards when there is already such a teacher shortage? My answer is that probably the teacher shortage now exists because of our low standards which have discouraged able students from entering the profession. Scores of university students have told me they would like to teach but were forced to decide upon other vocations because of the low educational standards in the teaching profession. The short term measures resorted to by all provincial governments have killed the prestige of teaching. Individual teachers gain prestige because of their personality and proficiency but prestige does not necessarily come with certification. Canada's qualified teachers are doing their professional job well indeed. Their efforts are being nullified by those who hold certificates but cannot teach. The Canadian public must be told and made to understand that there are two groups of people in charge of schools today, teachers and certificate holders who are not teachers. I suggest that provincial governments should set a standard of education and competence based on requirements such as those I have enumerated and then refuse to certify anyone who fails to meet those standards. Of course, the school must be kept in operation. How is this to be done? It's quite simple. Certify those who meet the standards set and then, to the extent that a teacher shortage develops, give permission to other persons to substitute temporarily as teachers. In this way, supervisors, Grade X and XI students, elderly housewives, and others will

(Continued on Page 30)

Eleanor Kupsch illustrates in her article how news reports for The ATA Magazine should be written. Miss Kupsch was the Barrhead representative in the Writers' Course of the ATA Workshop at Banff in August.

WHO? WHAT? WHERE?

ELEANOR M. KUPSCH

CLICKETY-CLICK, clickety-click. There! The first copy of Marion Smith's report from the Hyacinth Local was completed and ready for revision. Settling back in her chair with pencil in hand for deleting superfluous materials, Marion began the analysis and proofreading of her article.

"Is the introduction of this article such that it will arouse the reader sufficiently to compel him to finish it?" was Marion's first consideration. 'Jack Pine, teacher at Hyacinth School, gave an excellent address at the February meeting on the function and usefulness of home and school associations.' An arresting statement? No! Jack Pine is inconsequential—very few people know him but most teachers are concerned about home and school associations from one viewpoint or another. Why not state, 'The function and usefulness of the home and school association was a topic of address at the February meeting. The speaker viewed the association as a gathering of parents and teachers for the purpose of getting better acquainted and thus having better understanding between the home and the school. This association is valuable because it brings about a closer relationship between the parents and teachers which has been lost since the establishment of the large school division. Every parent

and teacher should attend meetings as regularly and conscientiously as he washes his face. Education is the root of society. How better can society understand education than to be in personal contact with it!'

Marion knew that this item was of greatest importance and for that reason must be mentioned first in her report.

Going on to the second paragraph she saw that she had mentioned names until the copy looked almost like a hotel register. She knew these would be printed in bold black type but they were of interest only to friends and acquaintances. Furthermore, these people had contributed nothing noteworthy, so she crossed out the whole paragraph.

'Plans were made for a spring track meet.' "Why include that," thought Marion, "if some of the plans aren't mentioned?" 'The field day scheduled for the first Friday in June will include contests in disc throwing and pole-vaulting along with the usual races, jumping competitions, and relay races. Students not participating in the events are being trained to look after a specific contest to ensure equal judgment for each contestant. Each teacher will be asked to take charge of a specific group. Again, as in previous years, ribbons will be awarded to the winners of first, second, and third

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"Run Your Class Like a Business"

And so I tried the
piece-rate system

BERNARD HAAKE

NATURALLY I didn't agree at first, but after several hours of spirited words, Theresa's father convinced me that I had the wrong idea about teaching. Theresa was my star pupil and her father was the leading business man in town.

"Practical business sense is what you need," Theresa's father argued. "What educators really need is the kind of thinking that goes into meeting a payroll."

I gathered that being able to "meet the payroll" was pretty important, because Mr. Tillson hammered on that point vigorously and frequently.

As I listened, it seemed to me that teachers do need more of the practical, commonsense, business man's approach. We teachers need "business sense." We should apply more of the good old-fashioned business principles in our classrooms. Only then will the schools get their feet on solid ground. Efficiency could be achieved simply by using the same techniques Mr. Tillson uses in his machine shop.

My conversion didn't come about easily, but the commonsense approach fascinated me. Mr. Tillson's logic finally overcame my resistance, and this coupled with his overwhelming success as a business man really convinced me that what worked in his machine shop should work in my classroom.

It was difficult at first. I could hardly break myself of the idea that each pupil should be treated as an individual problem. I persisted, though, and now all the youngsters get the same treatment.

My class is now a "smooth, tightly-knit organization." Some of the children don't seem quite as happy as they used to but they do produce the work and we don't waste time on "endless discussions." What I say is law; I tell the class what to do and they get busy doing it. I notice, though, that when I tell the children to write a composition they don't seem to be able to think up topics to write about. But it's easier and faster for me to tell them what to write about anyway! It is odd, that all their writing seems to be the same. One composition sounds like all the rest; something like the taste of restaurant food. Still, we do turn out lots of compositions. And fast!

Using the "assembly line" technique for teaching arithmetic produces results too. We average 43.6 arithmetic problems per student per day. The average would be higher, but the "slow" pupils never get any of their problems right! That's taken care of by the brighter students, for they catch on to new problems fast and can do the same kind over and over at a fast clip so that the average is built up. I know it's efficient this way, but once in a while I get the heretical thought that maybe those brighter kids should go on to more advanced problems just as soon as

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they demonstrate capability in handling a certain type of problem. However, that would knock our production off and send our average into a nosedive.

If an activity doesn't show a profit we soon eliminate it. Our class wanted to put out a little typewritten newspaper, but we didn't sell enough copies to pay for the materials we used. The youngsters were so hepped up about writing for publication that I must confess that I felt a few qualms when we gave it up after the first issue. But no business can operate without a profit.

We changed to another activity in spite of the class protest and now we "meet our payroll." We collect old iron and newspapers. We even have a surplus in the treasury!

Another business principle paid off in teaching reading. I applied the "piece rate" method and gave each boy or girl points on a Book Chart for each book read. They turn in book reports galore because the student with the greatest number of Book Points gets the highest mark in reading, and so on down to the person who reads the fewest books and gets the lowest mark.

It's funny, but it does seem that quite a few try to cheat and turn in reports on books they never read. I find out these pupils quickly enough, for the others "squeal" if any of the students try to cheat. Come to think of it, it does seem queer how much the youngsters, tattle, fight, and argue now. They didn't before. It's surprising, too, that Theresa got the lowest mark in reading. Seems to me she's the only one in the class who has her nose in a book all during study period. That'll be taken care of soon, since we plan to eliminate

the study period; the kids tried to argue, but study period is really non-productive.

I must admit I think sometimes that the "piece-rate technique" for reading does have disadvantages, but certainly competition is one of the fundamental principles in business enterprise. Competition never hurt anyone.

Now that I think back over the past six months, Mr. Tillson's words certainly have made a change in our classroom.

We are efficient, well organized, and we never waste time. Our room is the quietest in school, we don't have a lot of frills and unnecessary pictures and decorations on the wall, and we don't have draperies at the windows. Our room looks just like what it is—a schoolroom. We have a surplus in our class treasury, all our activities are practical and business-like, and the youngsters know that nonsense will not be tolerated. They come in ready for business, and as long as I am in the room, they are docile, quiet, and efficient.

In short, efficiency is the keynote. We have eliminated all those activities that aren't practical, and our approach to the remaining activities is the commonsense, practical, down-to-earth, business-like approach. We are well organized and efficient; our attitude is strictly one of meeting the payroll.

But still—I can't understand—it doesn't make sense, but I no longer like teaching school. The youngsters seem to hate school now, and the days drag on forever. I wonder why?

Maybe I should go back to the old way—that is, the new way, of doing business—of teaching, that is.

It is unethical to accept the benefits while withholding support from organizations which secure and maintain them.—New Jersey Code of Ethics.

You Need Books

MARY S. HOOPER

Mary S. Hooper believes that a teacher and the community can set up a library that will help all pupils. Mrs. Hooper attended the Writers' Course in Banff last August as the Killam representative.

CLASS, put away your books and take out your free readers. Those of you who wish to get a new book please check in the one you have just read and look for a new one."

Immediate confusion followed, then immediate calm, broken only by a book being placed on the desk, a child tiptoeing to the recording book, writing busily, then slipping over to the shelves of brightly covered books that lined one wall.

A restless shuffling, a waving hand, the words, "Miss Smith, I've read all the books we have," followed by, "Do I have to finish this book? I don't like it."—and the dream is broken. Miss Smith was jerked roughly back to reality—a classroom in a rural town—a nice classroom with shelves but no books beyond a few "beaten up" copies of the musts.

We have four types of readers—avid, average, rebellious, and incapable. In order to keep the first satisfied, the second interested, the third coaxed, and the fourth busy, we need books of every kind imaginable which under our limited appropriation, is impossible. We could, of course, shrug our shoulders and say it is no concern of ours but in doing this we would be violating a rule of ethics by relapsing into negativity.

There are many small things a teacher can do to remedy the scarcity of books. Beginning in the class-

room she can start a tiny library by asking each pupil to lend one or two good books for a year. Make it a class project including citizenship, taking care of other people's property, covering, filing, carpentry, and bookkeeping.

In one Alberta division the Home and School Association has undertaken a straight canvassing of teachers and parents, the money being used to buy books for the school.

It is also possible to organize a group within the school which will make it their sole concern to put all money raised through concerts, dances, etc., into books for the school library.

Another division has obtained a grant from the board of one dollar and fifty cents per senior high student, one twenty-five per junior high, and one dollar per public school student to be spent by the room teacher on books. This should build up a very nice library over a few years.

Do we all know about the services offered by the Extension Library in Edmonton? A teacher has had as many as thirty-five books at one time for his classroom. They are sent to you free of charge but you must pay the return freight. This, in most cases, will not be more than three cents per pupil.

A reading club with a name denot-
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What Makes A Professional Worker PROFESSIONAL?

Frequent reference is made to a "professional attitude" and "professional conduct" on the part of persons engaged in occupations classified as professions. Teaching is regarded as a profession. Teachers are expected to behave professionally. Professional conduct is not easy to define in a few words, but listed below are some of the characteristics associated with true professional status.

The professional worker does not require close supervision or direction. He directs himself. He plans his own activities. He works independently.

The professional worker does not regard himself as an employee. He does not consider himself to be working for a "boss." He regards his supervisors as fellow professional workers, and they regard him in the same way.

The professional worker does not work by the hour. He does not expect to adhere strictly to a minimum time schedule. He adjusts his working hours to meet the necessities and responsibilities of his duties, without thought as to "overtime" or "standard work week."

The professional worker takes full responsibility for the results of his efforts and actions. He makes his own decisions and acts upon them. He may seek advice and counsel but he does not attempt to transfer responsibility for his own mistakes to others.

The professional worker continually seeks self-improvement. He takes advantage of every opportunity to improve his knowledge and understanding in connection with his professional duties.

The professional worker contributes to the skill and knowledge of the profession. He develops new ideas, plans, and materials, and gladly shares them with fellow workers.

The professional worker respects the confidence of others. The welfare of those he serves often requires that information concerning them remain confidential. He never violates this confidence.

The professional worker is loyal to his fellow workers. He never gossips about them nor about those he serves.

The professional worker avoids rumour and hearsay. He does not credit or repeat information received through the "grapevine." He secures information which is important to him directly from those authorized to release it.

The professional worker adjusts his grievances through proper channels. He discusses them directly and privately with those authorized to make adjustments. He refrains from complaining and grumbling to others.

The professional worker meets his professional obligations. He fulfills completely all agreements and obligations entered into with fellow workers, whether they are legal or moral obligations.

The professional worker is sensitive.
(Continued on Page 35)

Reprinted from Tech Training.

J.D. Baker Alice Girard

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Erene Skarman.

Marie Graybrook.

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Helene Schub

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Betty Perry

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R.C.



The Executive Council of the Alberta
the Board of Administrators, Teachers
and the staff, extend to all their
Best Wishes for Christmas

W.D. McShane.

W.H. Cyres

Ging

C. McKenzie.

Ivan Casey

Helen Maier

Alberta Teachers' Association,
Teachers' Retirement Fund,
all their friends and associates
Christmas and the New Year

Ivan H. Edwards

N. Poohkay

Erick Andley

Frances Bares

noter

Robert Timmitt

K.W. Sparks

Audrey L. Rantledge

Mr. Fidgett

We Are Educating for Life

(Continued from Page 11)

we do in life—not by studying organized information in one subject at a time, but by making use of all our resources.

For instance, a grade five teacher might organize an imaginary trip to Jamaica, in the course of which the children would calculate the cost of the trip (learning arithmetic in the process), plan the route (geography), and write a letter home about what they had seen (English composition)—and all this in addition to what they would learn about life in Jamaica as a contribution toward their social studies.

In 1935 an activity program was introduced in selected schools of New York City, with 50,000 elementary school pupils in the experimental classes. An advisory committee made a continuous appraisal of the work over a period of six years. Then in 1940 the State Education Department passed judgment on the whole experiment. A report by J. W. Wrightstone in the *Journal of Education Research*, Volume 38, Page 257, states the verdict:

"The result of the evaluation of both the Advisory Committee and the State Education Department show that the activity program was as effective as the longer established program in developing children's mastery of fundamental knowledges and skills (the three R's), that it was more effective in developing children's attitudes, interests, social behaviour, ability to think and ability to work on their own initiative."

Someone may argue that such freedom and modern methods might still be disastrous in secondary schools—especially for students going on to college. But consider this.

In a now-famous "Eight-Year Study" conducted in the United States between 1933 and 1941, 265

colleges and universities agreed to accept the graduates of thirty secondary schools which has adopted modern teaching methods. Graduates of these schools were "paired" with graduates of traditional schools which taught the regular academic subject. Careful records were kept on all students when they went to university. The results?

The "experimental" students earned higher averages in all university subjects except foreign languages, and higher over-all averages. They were more often judged precise, systematic, and objective in their thinking, to possess greater intellectual curiosity and drive, and to be resourceful in meeting new situations. They wrote more, talked more, took a livelier interest in campus political and social problems. They attended more dances and had more dates.

Not Like Us, Please!

Dozens of other studies confirm the effectiveness of modern educational methods. The critics steer clear of such historical and experimental evidence because it is preponderantly against them.

I myself am a product of traditional academic education. I studied Latin for ten years, Greek for nine, French for six, German for five, and most other subjects of the academic curriculum for a considerable period. The subjects I liked best in school were English grammar and Latin grammar, but the other brain-twisters were almost as pleasurable. There was no difficulty about securing first-class honors in any of them. But shall I for that reason tell you and your youngster that instruction in school subjects like these is the only educa-

(Continued on Page 29)

UNIVERSITY OF ALBERTA

SUMMER SESSION, 1953

The Summer Session Announcement and registration forms will be available for distribution about January 15, 1953.

If you wish to receive an Announcement and registration forms at that time, please complete the form below and mail to:

EITHER

The Faculty
of Education,
University of
Alberta,
Edmonton,
Alberta.

If interested
in B.Ed., or
M.Ed. work,
or certifica-
tion.

OR

The
Registrar,
University of
Alberta,
Edmonton,
Alberta.

If interested
in any other
Faculty.

REQUEST FOR SUMMER SESSION ANNOUNCEMENT

Please send me a 1953 Summer Session Announcement and registration forms:

NAME (Print in full): Mr.
Mrs.
Miss (Surname) (Other names)

ADDRESS:

If you wish suggestions regarding registration, please check the appropriate item below:

PLEASE SUGGEST COURSES FOR:

- ☐ (1) My B.Ed. program.
- ☐ (2) A special certificate in
- ☐ (3) Validating or reinstating my certificate which will also carry B.Ed. credit.
- ☐ (4) Validating or reinstating my certificate which will carry certification credit only.
- ☐ (5) My M. Ed. program.

If this will be your first attendance at the University of Alberta check here; a form of application for admission will then be sent

to you ☐

If you have completed Department of Education summer school courses since 1935 which have not yet been evaluated in a

B.Ed. program please check here ☐

If you are a woman and have been married recently, kindly give your maiden name here

Who? What? Where?

(Continued from Page 19)

places. Each ribbon will be given a relative value according to the enrollment in the school. The school with the highest score will receive a plaque and the boy and girl with the highest individual standing will each receive a cup. These trophies are being presented by the businessmen in the town. The presentations will be made by the mayor the following Friday at a banquet in honor of all winners.' That is much better. At least the other locals will know the manner in which we conduct our track meets.

'Another item of discussion centred around remedial reading books and limited library facilities,' is all the succeeding paragraph contains. "That's like having the cranberry sauce without the turkey," thought Marion. A few hints and possible ways to alleviate the situa-

tion would certainly be in order. 'One of the members suggested that the students be requested to bring their own free reading books to school and file them, thus providing suitable material for their classmates. Another idea was to have a dance, bazaar, or something of that nature to raise funds for the purchase of new books. The suggestion of having a canvasser call at the homes asking for donations for books might not be effective in many localities.'

Marion had concluded her report with the statement, 'A delicious lunch was served by Miss Suppin and Miss Gladden.' Upon reviewing it she realized how unimportant is that last statement. It has nothing whatsoever to do with matters pertinent to the ATA. Also the statement, 'The meeting was the best one held,' is irrelevant and merely editorializing.

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To make your report more interesting, the following hints should prove valuable. Mention items in relative order of importance. Feature names only when they are newsworthy. State the actual plans that are decided upon. Give the full programs as they were outlined. Refrain from mentioning refreshments—they are irrelevant. Avoid editorializing—don't say 'It was the best meeting held.' Unless you can state one accomplishment that would be of interest to other locals your meeting is not worth reporting.

Another point to remember is to make your article brief as a report that is too long often tends to become boring. Also items for the ATA have a certain deadline to meet, which is the twentieth of the preceding month. Items received after the twentieth cannot be published for another six weeks, at which time they must be rewritten because they are out of date. So local correspondents, send your news in on or before the twentieth of any month. You will not only help the editor and staff but your news will also be more interesting to your readers.

You want your report to be interesting as well as informative. This can be accomplished by making use of the essentials of good reporting.

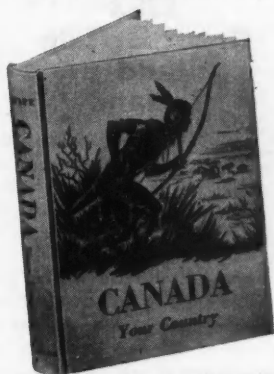
(Continued from Page 26)

tion to produce a fine young man or woman? God forbid!

The fact is, I am a dull person in many ways. Can't sing. Can't draw. Too conscious of my deficiencies even to try playing golf. Don't laugh enough. Not good at making money.

You don't want your youngster to be like me. You want him to have a chance to be himself. That is what modern education tries to give him. Chances are if we don't set the clock back educationally your son or daughter will be a better person than either you or I.

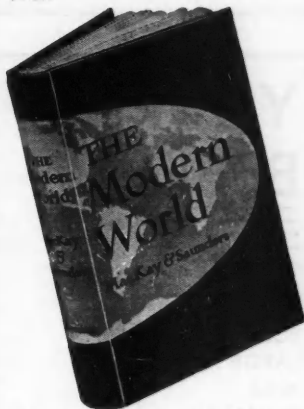
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Recruitment and Selection

(Continued from Page 18)

be brought into the schools until such time as the teacher shortage can be corrected. The net result would be better than what we have now. There would be many schools without real teachers for some time but everyone would know how many teachers were available and the real shortage would be apparent. The lowering of standards wouldn't fool the public any longer. Desiring teachers for their children they would not be satisfied with unqualified, untrained, inefficient substitutes.

Raise the Standards

The raising of standards would have another result: A large number of capable, ambitious high school graduates would elect teaching as a career. High standards attract able students. In the University of Alberta in 1945, there were two avenues through education to certification. In the first, only two senior matriculation credits were required of those students wishing to qualify for an interim certificate upon completion of a one-year program; in the second, complete matriculation admitted to the B.Ed. undergraduate program. Intelligence test scores were available for 226 students beginning the one-year program, for 144 first-year B.Ed. students and for the entire freshman student body numbering 1,136. Over 50 percent of the students in the one-year certification program had test scores below that of the weakest student in the B.Ed. program. The median score of the degree program students was 4 percent above that of freshman students in other faculties; that of the one-year students, 24 percent below it. In this instance, low entrance requirements attracted students of low ability, while high standards appealed to the more in-

telligent. There is evidence that the long range policy of raising standards of entrance, training, and certification would in time bring into the teaching profession many capable boys and girls who now turn to other vocations. At least 25 percent of today's candidates for teaching certificates should be refused admission to any training college. The economic interests of this group are now given more consideration than are the rights of school children. Of 1,767 students registered in teacher training classes in 1947, 23 percent said they were candidates for certification because,

(1) They wanted to earn some money before getting married;

(2) They wanted to earn money to finance their training for some

vocation other than teaching;

(3) They thought teaching easy and the holidays long;

(4) It doesn't cost much to qualify for a certificate;

(5) Teachers are paid good salaries; and

(6) Entrance requirements are low. Some students said they could not gain entrance to any other profession because of their low academic standing.

The procedures suggested would result in teacher selection on the basis of education, intelligence, personality, character, and interest in the attainment of high standards. The evidence available to date indicates that effective scientific methods of selection have been discovered. Kandel in *School and Society*, May

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17, 1952; Barr in *Review of Educational Research*, 1949; and Eliason and Martin in the *Journal of Educational Research*, May, 1948, all confirm this statement, the first-mentioned stating that, "All the studies have produced negative results except for a correlation between practice-teaching and future success so slight as to be useless for practical purposes." It appears, therefore, that the best kind of selection is that now used by other professions, namely, high standards of attainment both before and during training.

In this paper I have argued for a new emphasis upon teacher selection, for higher standards in the profession and for better education for Canadian children. Certain long-term methods of attaining these goals have

been suggested. What would be their effect? Probably these:

(1) The term "teacher" would acquire a new meaning;

(2) The public would learn to distinguish between teachers and mere certificate holders;

(3) The number of teachers available and the existing teacher shortage at any given time would not be a matter of opinion; the facts would speak for themselves;

(4) The public would become interested in the problem of public education;

(5) The rights of children would no longer be treated as of less importance than the selfish, economic interests of those who wish to use teaching as a temporary stepping stone to a career,

(6) The quality of teaching would

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improve and with this improvement would come a decrease in the number of dropouts from school;

(7) All teachers would be both educated and trained. Teaching would acquire prestige—a prestige associated with certification;

(8) Teaching would become a true professional service, Canadian children would get a better education.

Rights of Children vs. Political Expediency

When will these recommended changes, which must surely come sometime, be introduced? They will come when the Canadian public really understands what has been and is now happening regarding standards in the teaching profession and demands a square deal for the many thousands of children now educationally underprivileged; when new methods of financing education make it possible to get enough money to support good schools; when some forward-looking Department of Education decides to place the rights of children ahead of political expediency and when some Minister of Education with a vision of the true possibilities of public education persuades his Executive colleagues to discard present ineffective methods of tinkering with schools and education and with their support introduces constructive long term policies. Upon the provinces, not the municipalities, rests the primary responsibility of educating our children. If the provinces are to delegate major responsibility for financing education to local areas, they must assume responsibility for keeping the local areas fully informed regarding the schools' deficiencies and needs. There must be leadership.

Which Canadian province is to have the honour of pioneering for new standards in education?

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You Need Books

(Continued from Page 22)

ing the topic interested in, i.e., "Skyways" for the airplane minded, "Skippers" for the boaters, "Birds and Bees" for nature lovers, would be an incentive for the gathering of books on that subject. A small due would help to buy or borrow books.

If it does not seem feasible to obtain extra books through the school, get busy and organize a small community library. All that is needed is a vacant room or building, a little volunteer manual labor for shelves, etc., donated for a start, a willing librarian, and the support which your government will give you if you join the Alberta Library Association. This support is very generous, amounting to dollar for dollar on books and a dollar and a half per dollar on magazines. This project will, of course, take more of your time but will benefit the community as a whole.

"Well, Jim, what are you looking for today?" asked the librarian, as a tall, thin, stoop-shouldered boy pawed eagerly through the new books.

"Did you get any more on rail-roading? I sure liked those last ones you gave me," he answered. Jim had long been a familiar sight to the

townspeople, striding the four miles into school, or into the library, then home with a couple of books under his arm. To his teacher, who was also his Saturday librarian, he had a hungry, questioning look. What he was searching for seemed always to be just out of his grasp. She had tried to place within his reach every kind of book and today was the first indication of interest in any one direction she had seen. She hastened to see what she could find, then sighed as she watched him stride away into the dusk with his books.

Years later she received a scrawled note saying in part—"Thank you for not giving up looking for books for someone who took so long to find out what he wanted. I am a railway construction engineer loving my work and I could so easily have been a discontented ditch digger." Signed, Jim McReady.

Books are the magic key which should be placed in the hands of every boy and girl. They will open doorways leading toward their future. We, as teachers, should do our part in trying to give each child his key. A school needs pupils, teachers, and books. We always have enough pupils, nearly always enough teachers, but never enough books.

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What Makes the Professional Worker PROFESSIONAL?

(Continued from Page 23)

tive to the problems of his fellow workers. He always considers the effect of his actions on the welfare of fellow workers.

The professional worker does not advance himself at the expense of others. He strives for promotion and advancement in the profession only on the basis of superior preparation and worthy professional performance.

The professional worker is proud of his profession. He always reflects to those outside the profession a pride and satisfaction in the work in which he is engaged.

The professional worker's chief desire is to render a service. To improve men's welfare is the end toward which the professional worker devotes his career. The teaching profession should exemplify this to the highest degree.

Men are never so likely to settle a question rightly as when they discuss it freely.—Thomas B. Macaulay.

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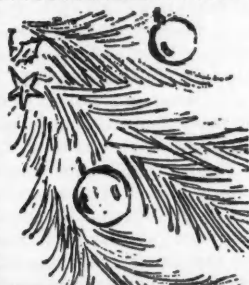
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Fellowships—University of London

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University of Alberta,
Edmonton, Alberta,
November 20th, 1952.

To the Editor:

Each autumn the Canadian Committee of Selection receives applications for the three fellowships given for study at the University of London Institute of Education. As the Western Canadian representative on the Committee I should like to remind ATA readers that applications for these fellowships should be in my hands before January 15, 1953.

It is expected that applicants for a fellowship will be men or women of exceptional ability who have had not less than five years of teaching or educational administration, who wish to begin or continue advance graduate work and who have given good evidence that they are likely to play more than ordinary parts in their provincial educational system. Each fellowship is worth £500 plus a grant not exceeding £50 towards the expenses of travel in Great Britain or Europe undertaken during the tenure of the Fellowship and in pursuance of educational studies.

There are no application forms, but applicants should submit detailed information regarding their academic and professional careers, with transcripts of their university standing, and, in addition, such recommenda-

tions and other supporting documents as they may wish to submit to the Committee. Generally speaking, preference is given to applicants who are not more than forty-five years of age.

I shall be pleased to forward to prospective applicants additional information regarding the regulations governing the Fellowships for 1953-54.

Yours very sincerely,
M. E. LAZERTE.

To the Little Red School House

November 23, 1952.

Dear Teacher:

I have received a reply to "Who Kill Cock Robin?" The only signature to the letter was a pseudonym. It is our practice not to publish letters unless the name and address of the writer is given. A pseudonym, of course, may be used.

If the writer of this letter will please send his name and address to the editor, the letter will be published in the following issue of *The ATA Magazine*.

EDITOR



ATTENTION TEACHERS!

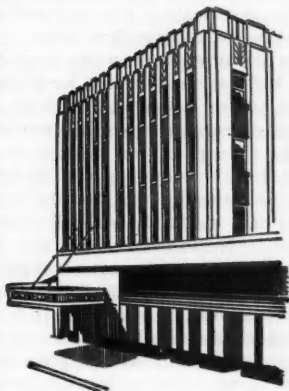
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NEWS

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Barrhead Local

At the local meeting on October 20, interest was shown in the discussion of the various health and accident group plans. Mr. McGuire, representative for Occidental Life Insurance Company, explained the ATA policy. The Blue Cross Plan and the Medical Services Incorporated plan were also discussed. It was decided to leave the decision until the next meeting to enable those interested to evaluate each policy.

The Cardston track meet was reported on by Lawrence Mellom. A sum of money had been set aside at a previous meeting to cover expenses of this meet, which gave the students participating and the teachers in charge a expense-free trip.

In the discussion on the cups for the ball tournament and local track meet, it was stated that the cups are being engraved and will be presented to the winners as soon as they are returned. The local teachers' association is buying a cup for the track meet and one for the softball tournament. Five merchants in town are sponsoring the other softball cups.

Officers for the Barrhead Local are president, Andre Piard; vice-president, Kenneth McKay; secretary-treasurer, Lillian Gordey; press correspondent, Eleanor Kupsch; social convener, Edna Tait; program convener, Lawrence Mellom; councillors, W. B. L. Jenken, Allan Schindeler; salary negotiating committee, G. W. Annesley, J. L. McKinley, R. J. Nadeau.

Bentley-Eckville Sublocal

Discussion at the Bentley-Eckville meeting was centred on the proposed lowering of standards of entrance to teacher training. A strong unanimous protest was voiced.

It was decided that an educational program would be held at each meeting.

Officers for the sublocal are president, A. W. Bruns; vice-president, Eldon Bliss; secretary-treasurer, Deloise Goetjen; councillors, Elizabeth Andrew and Cecil Gallo-way; press correspondent, A. B. M. Herman.

Berry Creek, Sullivan Lake Locals

A joint meeting of the Berry Creek and Sullivan Lake Locals was held November 22 to present medals, awards, prizes, and scholarships won during the year by the students of Berry Creek School Division, Sullivan Lake School Division, and Hanna School District.

The Governor General's medal for highest marks in Grade IX examinations was presented by W. G. Hay to Dorothy Boyd of Netherby School. Mrs. F. Powell presented the IODE scholarship for the student of the Hanna School who received the highest marks in Grade IX. Scholarships were also presented by the divisional boards of Berry Creek and Sullivan Lake, and by the Sullivan Lake Local.

The winners of the age group aggregates in the art festival and track meet were also presented. Five cups

were donated by Hanna business firms for the winning teams in the softball tournament. Two prizes were given by the Hanna Home and School Association to the girl and the boy winning the grand aggregate in the track meet.

W. G. Hay, superintendent of schools, acted as chairman. Percy Cochran, president of Sullivan Lake Local, welcomed the audience. A varied program was given by students of the area. Dr. J. Woods-worth, Faculty of Education, Calgary, was the guest speaker.

Sullivan Lake local plans to make Presentation Night an annual affair.

Bon Accord - Gibbons Sublocal

Executive members are president, Michaline Kowalski; vice-president, John Pasemko; secretary, Julia Cardiff; treasurer, Maria Chomiak; councillor, Henry Pylypow.

The four new members in the sublocal this year are Maria Chomiak, Yvonne Somerville, Roseanna Lindsay, and Ignatius Pobran.

Conventions has been one of the topics discussed at the meetings, and it has been the group's opinion that more time should be allotted at conventions to demonstrations and to workshop discussions.

Consideration has also been given to ways of lessening the work in putting on a music festival.

Camrose South Sublocal

Sublocal officers are president, Mike Bartman; vice-president, A. H. Marshall; secretary, Birgit Carlson; press correspondent, Pete Gill; policy committee, Philip Husby; rural representative, Diana Assheton-Smith.

Clover Bar Sublocal

At a recent meeting of the Clover Bar Sublocal, Superintendent Dr. J. C. Jonason was in attendance to explain his plans for holding interschool visitations among teachers of the

Clover Bar School Division. Dr. Jonason felt that much valuable information could be exchanged when teachers could observe classroom methods and practices of their fellow colleagues.

The present group health insurance plan was discussed. Several teachers have felt that this scheme, which limits its benefits to cases requiring hospitalization, has provided inadequate coverage. A new non-profit health plan operated by Medical Services Incorporated was explained by Mr. Cameron. This scheme would provide more coverage than the one in force.

Clover Bar Local

Representatives of two health insurance agencies were heard at the September meeting of the local. A committee was set up to continue the investigation of health insurance, meanwhile the plan undertaken last year remains in force and newcomers to the divisional teaching staff wishing coverage should fill out application cards.

L. Piercy is very much missed at this year's executive meetings. Mr. Piercy retired at the end of the June term after a full career of teaching, and loyal ATA membership, which went back to the earliest years of the original ATA—the Alberta Teachers' Alliance.

An extra meeting of the executive of Clover Bar Local was called to take action in the matter of a new group health insurance plan. A committee had previously studied all the possible solutions and the opinions of the teachers were canvassed as much as practicable. The executive approved a plan using Medical Services Incorporated for the medical coverage, and Imperial Life for hospitalization—with a special rate provided for teachers entitled to dollar-a-day benefits in their municipalities. As seventy-five percent registration

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will be needed to institute the scheme, Clover Bar teachers should complete and mail back immediately the forms which have been sent out to them.

Officers for this year are: Dr. J. C. Jonason, honorary president; W. R. Fors, president; W. S. Elliott, past president; H. F. Chittick, vice-president; Dorothy Lowrie, secretary; Val Roos, R. Lambert, V. R. Nyberg, councillors; A. E. Hohol, sports coordinator; Mabel Geary, festival coordinator; R. Beere, press correspondent. Salary policy committee: James Richardson (senior high); R. Lambert (junior high); N. J. Lucavietki (teachers with one year of professional training); Marlene Boon (teachers with two years of professional training); J. Marshall (teachers with four or more years of professional training); A. E. Hohol (members-at-large); Bruce Marsh (teachers holding special certificates).

Drumheller Sublocal

New teachers were welcomed to the sublocal meeting in October. Last year's executive was requested to continue in office, with councillors to the local this year to be John Eno, William Behuniak, and Roy V. Little. The meetings will be held at a different school each month.

Members agreed to postpone the track meet, because of the late start in the school year.

Hugh McCall gave a report on the course in pensions held at the ATA Workshop in Banff last summer, paying particular attention to the report of the actuaries who had been present.

Egremont Sublocal

At the October meeting, Dave Kolasa reported on the meeting on interschool sports for the Thorhild Local. A committee has planned to organize the following teams: senior, junior, and midget hockey, ping-pong, broomball, and badminton.

Alex Konasewich reviewed the three plans of group insurance presented recently to the teachers of this division. The teachers favoured the ATA plan.

Mr. Konasewich also reported on the convention workshop in social studies-language.

Evansburg-Wildwood Sublocal

Ralph Zuar, at the November meeting, gave an outline of work entailed in arranging for the spring rally and committees were suggested to take care of the various sections. It was suggested that enterprise be stressed and it was decided that the sublocal executive should officiate at the rally.

A resolution has been sent to the ATA stating that the sublocal is opposed to any lowering of qualifications of those entering the Faculty of Education. It was also decided that the resolution be sent to MLA's N. A. Willmore and Mrs. C. R. Wood, as well as to the Department of Education.

Grande Prairie Local

A discussion, at the October meeting, of the fall convention and suggestions for improvements, resulted in the following list of suggestions:

1. Arrange the sectional meetings so that a teacher may attend more than one.

2. Ask G. N. Paton, shop instructor, to give a demonstration of work.

3. Obtain more local teacher participation in the convention program.

4. Have each sublocal responsible for a particular topic on the convention program.

5. Have convention committee handle book display.

The article in *The Edmonton Journal* regarding the proposed lowering of certification for entrance to the Faculty of Education caused considerable discussion, and a motion was

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passed disapproving of such action.

The ATA group insurance plan was tabled until a report could be obtained from the Grande Prairie teachers who are studying the plan in detail.

Members of the executive are: president, E. J. Meen; past president, M. Gavinchuk; vice-president, H. Sherk, secretary-treasurer, Mary Gray; councillors, E. Meen, Gladys Anderson, R. Bean.

Grasswold Sublocal

Sublocal officers are president, H. C. Ratzlaff; vice-president and councillor, M. McCune; secretary-treasurer, M. Davidson; press correspondent, J. T. Predy.

Hairy Hill Sublocal

At the organization meeting in October, President Poohkay led a discussion on Association affairs; S. Sklepowich gave a report on the Banff Workshop; and Councillor Con Lutic gave an account of salary schedule negotiations. The group voted in favour of a music festival

and consideration was given to a group insurance plan as presented by S. Tomashavsky of Vegreville.

Officers for the year are president, N. Poohkay; vice-president, Con Lutic; secretary-treasurer, Helen Grekul; councillor, Mirsil Podeluk; press correspondent, G. N. Kelba.

Hardisty-Czar Sublocal

Officers are president, J. Hammond; vice-president, E. McKee; secretary-treasurer, Florence Hagen; AGM councillor, C. Larden; transportation director, O. Broemeling; press correspondent, L. Bronson.

An address on the Banff Workshop was given by J. Hammond, who had attended the sessions last August. This was followed by a discussion of the pension scheme and the proposed resolutions to be brought before the ATA convention.

Hay Lakes-Round Hill Sublocal

At a well-attended meeting in October, the following officers were elected: president, H. N. Anderson;

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vice-president, Eric Hohn; secretary-treasurer, Lorraine Scotvold; public relations, O. H. Deutsch.

Jarvie-Fawcett Sublocal

Officers are: president and local representative, Bill McNeil; vice-president, Steve Stacey; press correspondent, Eva Konushewski.

Topics to be studied and discussed for the coming seven months were selected. A discussion on the sale of school supplies, and on the festival, the Christmas concert, and the track meet concluded the meeting.

Kitscoty-Islay Sublocal

A. McGladrie is president of the sublocal, with N. Robison, vice-president, and L. Venance, secretary. D. Clarke is councillor to the local executive.

Resolutions were drafted for presentation to the business meeting of the local convention.

Knee Hill Valley Sublocal

D. A. Prescott, the sublocal's geographic representative, gave a report on the teachers' pension plan and answered questions about the plan.

Charles Merta, of Red Deer Composite High School, told the members about the courses in teachers' public relations, group dynamics, and collective bargaining, given at the ATA Workshop in Banff.

N. Griffiths of Penhold gave a brief report on salary negotiations.

Catherine Blachut was elected councillor and general councillor for the sublocal, with Mary Jano elected the other representative at meetings of the salary negotiating committee.

McLennan-Girouxville Sublocal

Officers elected at the October meeting of the sublocal were Aime Rey, president; Blanche Dumas, vice-president; Jeannine St. Louis, secretary; Rev. Sr. Ludovic-Marie, local representative.

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Marwayne-Streamstown Sublocal

Medical insurance plans were discussed at the November sublocal meeting. Emphasis was placed on the local health unit and Medical Services Incorporated plans.

Preliminary plans for the spring music festival were made.

Milk River-Couffts-Masinasin Sublocal

Officers for the sublocal are president, Dave Sullivan; vice-president, Clarence Emard; secretary-treasurer, Anne Sapeta.

Group insurance plans, the donation of a sports trophy to students, and a newsletter were discussed.

Myrnam Sublocal

Officers are president, R. McMillan; vice-president, N. Lynkowski; secretary-treasurer, Helen Zaparaniuk; press correspondent, N. Tkachuk; councillor, M. Meronyk; social committee, Stephanie Zalaski, Julia McMillan, Mary Gadowski.

An insurance plan offered to the teachers by the Dominion Life Insurance Company was briefly discussed, with F. Shymko leading the discussion. Members decided that it would be beneficial to have Mr. Tomaszewski, Dominion Life Insurance representative, speak at the Institute meeting.

Members voted in favour of holding a festival, rather than a track meet.

Spirit River-Rycroft Sublocal

B. Russell and S. Wishloff, zone representatives, reported to the November meeting of the sublocal. A discussion was held with respect to the music festival.

St. Albert Sublocal

On October 22, the St. Albert Sublocal elected the following officials for 1952-53: president, Ray C. Ferguson; vice-president, James Horditch; secretary-treasurer, Marie

Wolniewicz; councillor, Jean Miciak; press correspondent, Sister Cote.

Meetings will be held the second Tuesday of each month.

Stettler Sublocal

At the meeting on October 23, a resolution was passed by the teachers that they protest the action contemplated by the Department of Education to lower the entrance requirements for candidates for the Faculty of Education. The meeting felt that the standards should be raised rather than lowered, if the prestige of the teaching profession is to be maintained.

The meeting appointed a delegate to make representations on this matter at the regional conference of the home and school association to be held in Stettler and further arrangements were made to contact the local home and school association, and also to contact the local MLA.

The ATA plan for group insurance was discussed, but it was felt that more study should be given the matter before any decisions were made.

Agnes Temple gave an instructive account of her experiences at the Banff Workshop and Dorothy Kirby gave a humorous account of her experience while taking the Writers' Course at Banff.

Strathmore Sublocal

Officers elected at the October meeting were president, Marian Sanders; vice-president, A. W. McMartin; secretary-treasurer, Gratia Labonte; press correspondent; Audrey Kinney; councillor, J. Hiebert.

Ian McKenzie gave a report on the council meeting. Group insurance plans, electoral ballots, and a single salary schedule were then discussed.

At the November meeting, Margaret Gordon and George Sisko were appointed to the salary negotiating committee. Miss Gordon was also appointed as councillor.

Taber Sublocal

Officers are president, William Hendrickson; vice-president, F. O'Dwyer; secretary-treasurer, H. Wiese; press correspondent, John Coad; social committee, Tillie Zotiak, Sciseria McLaine, and M. Gushaty, program committee, I. D'Appolonia, F. Semaka, F. Peterson. Meetings will be held the first Thursday of each month.

Price Gibb gave a report on business conducted at the recent convention held in Lethbridge.

Tofield Sublocal

Officers are president, C. Ott; vice-president, press correspondent, and social convener, Olga Nay, secretary-treasurer, Natalia Bereska; sublocal representative, Kathleen Fraser; sports convener, M. Buchinski.

Turner Valley Local

The annual banquet of the local was held in October. New teachers welcomed were I. Walker, F. Blumell, R. Rhine, C. Lennie, H. C. James, Jean Moore, Rita Mattingale, and H. Murray.

Alice Herdman, recently appointed public health nurse, was also welcomed.

Special guests included representatives of home and school organizations, Mr. and Mrs. J. Houlden and Mrs. P. Bish.

The initiation of the nine newcomers took the form of a mock trial conducted by the staff of South Turner Valley High School.

Wainwright Sublocal

Officers are M. Tory, president; M. Kinasewich, vice-president; Sister M. Bernadette, secretary-treasurer. Meetings will be held the first Wednesday of each month.

J. Taylor reported on the conclusion of the business with regard to the transportation for the teachers to the recent convention in Ver-

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million. Some preparation was made for the workshop to be conducted by the Wainwright teachers when the sublocals meet at the teachers' institute in January. A committee of two, L. Maybe and Sister M. Bernadette, was appointed to arrange for a speaker from Edmonton for the December meeting. A second committee, J. Humphries, H. Teskey, and J. Taylor, was asked to study the new Health Plan and to report its findings in relation to the new Hospital Act and the Blue Cross plan.

Following the business part of the meeting, a panel discussion led by H. Teskey, dealt with the topic "What the High School Expects of Students Coming Into High School." Mutual aid in dealing with student difficulties was the object of the discussion. All members of the panel agreed that students must have ability to read comprehensively. In addition to such comprehensive reading, science requires ability to "skim" pages for facts. Oral reading may assist silent reading. Synopsizing in pupils' own words after comprehensive reading produces good reporting in the social studies and science courses. Drill in the fundamentals is still necessary for progress in mathematics and science.

Mr. Teskey was assisted in the panel discussion by the members of his staff, L. Bloom, J. Humphries, E. Wilson.

Wanham-Tangent Sublocal

Officers are J. G. Pomeroy, president; Mary Peterson, vice-president; Clare Lampert, secretary-treasurer; S. Marie de S. Lucia de Rome, press correspondent.

Warner-Wrentham-New Dayton Sublocal

Last year's officers were re-elected. They are Bill Coombs, president; Ross McCormick, vice-president; Kay Wiham, secretary-treasurer; Bill Coombs and R. Davidson, councillors, members of collective bargaining committee, R. Burnard.

Following the election of officers, discussion was held on the electoral ballots published in *The ATA Magazine*, the salary schedule, and new hospitalization scheme.

Westlock-Clyde Sublocal

The second meeting of the Westlock-Clyde Sublocal was held on November 12. Richard Staples reported for the Salary Negotiating Committee on possible future salary trends as outlined by Fred Seymour. The relative merits of track meets and festivals (competitive or non-competitive) were discussed and a committee headed by Walter Sharek elected to make recommendations to the next meeting. Other members of the committee are Ruth Cunningham, Ben Gabert, Geoffrey Mealing, and Hazel Riddell.





November 21, 1952.

Medicine Hat Convention

Dr. W. E. Blatz, of Toronto University, W. E. Frame, of the Department of Education, Bernal Walker, of the Faculty of Education, Edwin McKenzie, district representative for Southeastern Alberta, and I attended the Medicine Hat Convention, which was held in the new addition to Connaught School.

The Medicine Hat Convention had a meeting of administrators in the S.A.R. officers' mess on Wednesday evening.

Hanna and Coronation Conventions

Our party drove across country to Hanna on Sunday, attended the Hanna Convention on Monday, went to Coronation after the banquet at Hanna, and attended the convention at Consort on Tuesday.

Dr. Blatz was our guest speaker at both of these conventions.

Calgary District Convention

We drove from Consort to Calgary on Tuesday, arriving in time to hear the report of the American election. Dr. Blatz and I attended the meeting of administrators on Wednesday evening and the convention on Thursday and Friday. Ten locals met at this convention. The members of the Executive, present to deal with the six electoral ballots and other matters, were D. A. Prescott, W. Roy Eyres, F. J. C. Seymour, and myself.

Meeting in Calgary, November 8

A committee of the Executive Council, consisting of Roy Eyres, chairman, Marian Gimby, Frank Edwards, Fred Seymour, and myself met the representatives of sublocals in Calgary to discuss the problem of local organization.

Meetings in Edmonton

I returned to the office on November 10. On November 12, I met the Clover Bar School Board to discuss the matter of a proposed

change in the administration of one of their schools, in which the superintendent had recommended that the elementary classes be removed from the supervision of the principal of the whole school and be placed under a separate principal. Why are some superintendents recommending this division of supervision between elementary and high school grades? Until just recently, the superintendents had general supervision of Grade I to IX only, with the high school inspectors exercising general supervision of the senior high school grades. It was on the insistence of the superintendents that they were given general supervision of all grades. Now a few superintendents have persuaded their boards to remove the supervision and administration of the elementary grades from the jurisdiction of the principal of the whole school, which seems to be a bit inconsistent.

On November 13, I met with a committee of the Board of Teacher Education and Certification to discuss the problem of the teacher shortage, and to make recommendations to the Board with respect to short-range and long-range policies.

On November 14 and 17, I went to the bank with the government auditors who checked the securities of the Board of Administrators of the Teachers' Retirement Fund. These securities now total over seven million dollars.

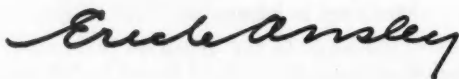
On November 18, I went to Red Deer to investigate a case where a teacher had been asked to resign by the school board. After a careful investigation, the teacher was advised to tender his resignation with a month's notice.

On the evening of November 17, a committee of the Executive met to discuss the problem of Calgary local administration.

On the evening of November 20, a committee of the Executive met with a committee of the Faculty of Education to discuss how to get information to the students about their profession and the Association.

Pensions

On November 21, the Executive met the Hon. Anders O. Aalborg, minister of education, members of the Teachers' Retirement Fund Board, and L. E. Coward, consulting actuary for William M. Mercer Limited, to discuss the problem of the increasing deficiency of the pension fund. Both Mr. Aalborg and Mr. Casey assured the Executive that they would do all possible to solve the problem of the increasing deficiency of the pension fund.



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